

# History

**Faculty of Arts and Science**  
COURSE GUIDE

**1999-2000**



**Concordia**  
UNIVERSITY



**DEPARTMENT OF HISTORY****COURSE GUIDE**

The discipline of History is an excellent way to live life. It provides an understanding of other times, other cultures and thus helps to better understand ourselves. History is more than a history; it is the critical examination of both the diversity of human experience and the complexities of human society.

The study of history also develops one's research ability to dispassionately to think, analyze and to pursue the results of an investigation in a concrete context. The history student will be exposed to the various fields of history and will be prepared to live the turbulent seasons. Concordia history graduates have gone on to do graduate work in history and various professional programmes at top-ranking universities in Canada, the United States and abroad.

**SIR GEORGE WILLIAMS CAMPUS**

McConnell Building  
Room LB-601  
1400 de Maisonneuve Blvd. W.  
Montreal, Quebec  
H3G 1M8

Tel.: 848-2435

**LOYOLA CAMPUS**

Vanier Library Building  
Room VE-323  
7141 Sherbrooke Street W.  
Montreal, Quebec  
H4B 1R6

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**UNDERGRADUATE PROGRAMME ADVISOR**

Professor Walter van Nus (Undergraduate/Honours) Fall, 1999

Professor Rosemarie Schade (Undergraduate and Honours) Winter, 2000

The undergraduate programme at Concordia is designed to offer students a broad-based education in Canadian, European, Latin American, the United States, African and Asian. A wide range of political, diplomatic, social, economic, cultural and organisational approaches to the discipline are taken. A variety of offerings on both the Sir George Williams and Loyola campuses are available.

**EFFORTS HAVE BEEN MADE TO MAKE THIS COURSE GUIDE AS COMPLETE AND ACCURATE AS POSSIBLE. HOWEVER, IT HAS BEEN PREPARED MONTHS IN ADVANCE OF THE 1999-2000 ACADEMIC YEAR AND INFORMATION CONTAINED HEREIN IS SUBJECT TO CHANGE.**

**STUDENTS ARE ADVISED TO CHECK THE REGISTRATION SCHEDULE FOR A FINAL LISTING OF ALL COURSES.**

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## HISTORY AT CONCORDIA

The discipline of history is an exciting venture into the past. It provides an understanding of other times and other cultures and thus helps us better understand ourselves. History is more than a story; it is the critical examination of both the diversity of human experience and the complexities of human society.

The study of history also develops the student's ability to do research, to think analytically and to present the results of an investigation in a coherent report. The history student who is equipped with these skills is well-positioned to adapt to changing employment realities. Concordia history graduates have also gone on to post-graduate work in history and various professional programmes at top-ranking universities in Canada, the United States and Europe.

The knowledge and skills imparted by studying history have proven themselves over the years in such different fields as investment advising, law, news reporting, intelligence, public relations, social service, politics, human rights advocacy, environmental impact assessment, government, and editing and publishing. Recent Concordia history graduates enrolled in MBA programmes tell us that their history training gives them an edge over B. Comm. graduates, many of whom have never had the opportunity to integrate narrow business studies with the wider world of public affairs central to the study of history. They also find that their communication skills are superior to many of their classmates.

The new field of public history is opening doors to history majors for work in historical museums, archives, television documentaries, web site design, and other jobs that involve explaining the past and historical preservation for law school, particularly because of their training in research, analysis, and careful argumentation.

The undergraduate history programme at Concordia reflects many areas of faculty specialization including Canada, Europe, Latin America, the United States, Asia and Africa. A wide range of political, diplomatic, social, economic, cultural and quantitative approaches to the discipline are taken. A variety of offerings on both the Sir George Williams and Loyola campuses, during the day and in the evenings, is designed to satisfy the needs and interests of both part-time and full-time students. If you are interested in pursuing a programme that includes History--or are just thinking about it--please contact the History Department's Undergraduate Programme Advisor. Appointments may be made through the General Office on either campus throughout the year.

## CONCORDIA HISTORY STUDENTS

### WHO ARE OUR HISTORY STUDENTS?

Although the majority of our students come from the Montreal area, we also have students from elsewhere in Canada and from other nations such as the U.S., Britain, the Netherlands, Nigeria, India, Hong Kong, Trinidad and Iran.

Just over half of our undergraduate students come to Concordia University directly from a Quebec CEGEP programme or from high schools outside the Province. Many others arrive with years of experience in the work force, attracted by Concordia's part-time, summer and qualifying year programmes.

### BA HONOURS IN HISTORY -- 60 CREDITS

An Honours student must meet the general degree requirements as well as the specific requirements for an Honours degree:

- (1) Earn an overall G.P.A. of 3.00 in all Honours History courses with no mark in History below 'C' in order to graduate.
- (2) Have a G.P.A. of no less than 2.70 in any one academic year for Honours courses. For part-time students this will be calculated in 18-credit blocks.
- (3) Must have a G.P.A. of no less than 2.00 in non-Honours courses of the degree programme.
- (4) Withdraw from the Honours programme if the above conditions are not met (i.e. move to the major or specialization programme). Reinstatement in the Honours programme is possible only by appeal to the Honours Committee of the Faculty of Arts and Science.

#### **60 BA Honours in History**

The following courses in an approved sequence constitute Honours in History. Students intending to enter the Honours programme are advised to consult with the Department.

##### **A. Honours Essay Option**

6	European History (201, 202)
6	North American History (from among 203,205,209,210,251,253)
6	Non-Western History (from among 206,207,261,262,263,264,276,277)
3	HIST 200-or 300-level courses
12	HIST 300-level courses

	3	HIST 302 (The Nature of Historical Knowledge)
	3	HIST 303 (Historical Methods)
	3	HIST 304 (Tutorial Preparation for the Honours Essay)
	6	HIST 493 (Honours Essay Tutorial)
	12	HIST 400-level seminars
<b>B.</b>	<b>Seminar Option</b>	
	6	European History (201,202)
	6	North American History (from among 203,205,209,210,251,253,)
	6	Non-Western History (from among 206,207,261,262,263,264,276,277)
	6	HIST 200-or 300-level courses
	12	HIST 300-level courses
	3	HIST 302 (The Nature of Historical Knowledge)
	3	HIST 303 (Historical Methods)
	18	HIST 400-level seminars
<b>60</b>	<b>BA Specialization in History</b>	
	6	European History (201,202)
	6	North American History (from among 203,205,209,210,251,253)
	6	Non-Western History (from among 206,207,261,262,263,264,276,277)
	6	HIST 200-level courses
	24	HIST 300-level courses
	3	HIST 302 (The Nature of Historical Knowledge)
	3	HIST 303 (Historical Methods)
	6	Chosen from any HIST 400-level courses
<b>42</b>	<b>BA Major in History</b>	
	6	European History (201,202)
	6	North American History (from among 203,205,209,210,251,253)
	6	Non-Western History (from among 206,207,261,262,263,264,276,277)
	18	Chosen from any HIST 300-level courses
	6	Chosen from any HIST 300-or 400-level courses
<b>24</b>	<b>BA Minor in History</b>	
	12	HIST 200-level (Field Surveys), HIST 201,202 (European) or HIST 203,205 (Canadian) or HIST 206,207,261,262,263,264 (Non-Western) or HIST 251,253 (American)
	6	HIST 200-level courses
	6	HIST 300-level courses

Students are reminded that they are required to see an undergraduate programme advisor before registration as they will not be allowed to register until the advisor allows access to the Concordia Automated Response Line (CARL), for telephone registration. Please call the department for an appointment to see an advisor as early as possible to ensure places in courses of choice.

**PLEASE NOTE:** The following prerequisites apply:

- (1) 300-level courses are generally open only to students who have successfully completed **24** credits, of which at least **6** are in History. Students who do not have this prerequisite may register with permission of the Department.
- (2) 400-level seminars are normally open to Honours and Specialization students, or students of high academic standing, or with the permission of the Department.

**WHAT'S NEW?****THE FIRST YEAR WRITING SEMINARS IN HISTORY**

The following two seminars mark the start of a pilot project by the Department of History for students interested in improving their writing. The aim of the Department is to provide first year students with a small group environment conducive to writing and revising a number of short essays anchored in important historical documents and debates. The faculty instructors will focus on a small number of significant and engaging topics. Reading assignments will be relatively light and designed to leave time for writing. Based on Cornell University's highly successful Freshman Seminar programme and the principles embodied in Writing Across the Curriculum, a learning strategy embraced by many of North America's finest universities, these seminars renew the Concordia History Department's commitment to discovering new and better ways of aiding today's students to hone skills vital to securing good jobs and fulfilling their potentials.

**HISTORY 298J/2 Section AA****SELECTED TOPICS IN HISTORY**

Special Topic: THE CUBAN MISSILE CRISIS: Khrushchev, Castro and Kennedy, 1958-1963. - A Writing Seminar in American History

INSTRUCTOR: F. Chalk

T 18:05 - 20:10

From the fall of Cuban dictator Fulgencio Batista in late 1958 to the withdrawal of nuclear tipped Soviet missiles in 1963, the dilemmas of United States relations with Cuba and the Soviet Union cry out for analysis. What measures did the Eisenhower Administration take to prevent Fidel Castro from coming to power? Why did they fail? Could the U.S. have steered Cuba away from the Soviet-Bloc by granting large loans to Castro's new government in Havana? What did President Kennedy expect to achieve with the Bay of Pigs invasion of Cuba in April 1961? What did the CIA and the U.S. Joint Chiefs of Staff expect to achieve? Was President Kennedy planning a full-scale U.S. invasion of Cuba after the failure of the Bay of Pigs? What were the key factors in Castro's decision to seek Soviet backing to repulse a new invasion and Khrushchev's decision to emplace Soviet nuclear missiles in Cuba? What rules of engagement did Soviet leaders give to their military commanders in Cuba? How did the U.S. arrive at its response to the Soviet challenge? How close did the world come to the outbreak of the Third World War? What lessons for the future can we learn from the Cuban Missile Crisis?

Continued on next page...

Students who want to improve their expository writing skills and students planning careers in law, international relations, communications and conflict resolution will find this course of special assistance.

**FORMAT:** A weekly seminar with a relatively light weekly reading load, intensive discussions involving informed participation by the student, and many short essays to be written and re-written by the student with advice and help from the instructor.

**REQUIREMENTS:** Informed participation in discussions (25%); student essays and revisions (75%).

**MATERIALS:** Reading will include *The Kennedy Tapes: Inside the White House During the Cuban Missile Crisis*, Ernest May and Philip D. Zelikow, eds. (Harvard University Press); Robert Kennedy, *Thirteen Days: A Memoir of the Cuban Missile Crisis* (Signet Books); *On the Brink: Americans and Soviets Re-examine the Cuban Missile Crisis*, James Blight and David Welch, eds. (Hill and Wang); and other reading materials which will be distributed in seminar.

#### HISTORY 298K/4 Section AA (SGW)

#### SELECTED TOPICS IN HISTORY

Special Subject: "From Verdun to Vichy: A Writing Seminar in French History"

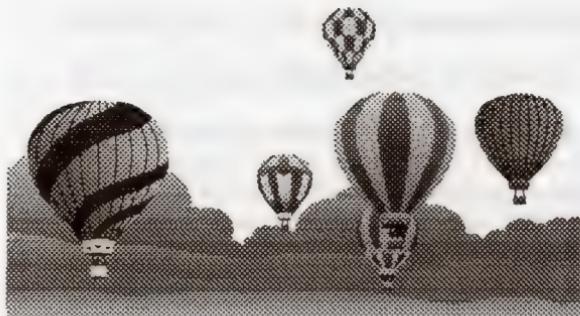
**INSTRUCTOR:** N. Ingram

T 16:05 - 17:55

Communication skills are a highly marketable commodity at the end of the twentieth-century. A good history degree teaches the student to absorb, analyse, and write cogently about a body of historical knowledge. This is a skill which is easily transferred to a wide variety of professions and career choices.

The purpose of History 298 is to allow students interested in selected topics in French history from 1914 to 1945 to improve their analytical and writing skills in a much smaller class environment than is normal at the 200-level. We will examine such topics as the impact of the First World War on French society, fascism in French history, gender and sexuality in interwar France; France and interwar international relations; the Nazi occupation of France; the "Vichy Syndrome"; Collaboration; Resistance; and so forth.

The emphasis of the course will be on analysis, writing, class discussion, and oral presentations.

**SUMMER SESSION (1999)****IT'S SUMMER TIME!****HISTORY 202/1 Section CA (SGW)**

Term 29 June - 12 August

**INTRODUCTION TO EUROPEAN HISTORY, FROM 1789 TO THE PRESENT**

INSTRUCTOR: TBA

T Th 18:30 - 21:00

A survey of the history of Europe from the French Revolution to the present, with emphasis on the development of ideas and political institutions.

**HISTORY 205/1 Section 40 (LOY)**

Term: 05 May - 21 June

**CANADA: POST-CONFEDERATION**

INSTRUCTOR: M. Vipond

T Th 19:00 - 21:30

This course will focus on the major economic, social, cultural and political issues in the history of Canada since 1867. In addition to the lectures, in-class discussions of supplementary readings will be encouraged. The assignments will be designed to assess the students' ability to understand and analyze historical texts and to write clearly and logically. There will be both a mid-term and a final examination, including both short answer and essay-type questions.

Summer courses continue on next page...

Summer courses continued.

**HISTORY 206/1 Section AA (SGW)**      Term: 05 May - 21 June

**INTRODUCTION TO NON-WESTERN WORLD I**

**INSTRUCTOR:** TBA

T Th 14:00 - 16:30

By giving an account of the worlds of Asia, Africa and the Americas between c. 1400 and c.1900 we seek to show the interplay between local and international historical developments in the making of the global economy. In this course, we study both the largely autonomous developments of such centres of civilization as China and the Ottoman Empire, and the effects on the non-Western world of European expansion. The course ends with a discussion of the Age of Empire.

**HISTORY 398F/1 Section AA (SGW)**      Term: 05 May - 21 June

**SELECTED TOPICS IN HISTORY**

Special Subject: ARAB NATIONALISM & ZIONISM

**INSTRUCTOR:** TBA

M W 18:30 - 21:00

The course will begin with a discussion of the historical origins of Arab and Jewish nationalism in the nineteenth century, before accounting for the contest between the two movements in the modern Middle East. The course will also consider the changing character of Jewish and Arab nationalisms in the contemporary period.

**FALL/WINTER 1999-2000****200-LEVEL COURSES****HISTORY 201/2 Section 01 (LOY)****INTRODUCTION TO EUROPEAN HISTORY TO 1789**

INSTRUCTOR: S. McSheffrey

M W 13:15-14:30

This course is a survey of the history of Europe from the fall of the Western Roman Empire to the French Revolution. The lectures will emphasize the social and economic basis of European society, its political organization, and its intellectual and religious life. In the discussion sections, students will spend some time working with primary sources from pre-modern Europe. In addition, some time in the discussion sections will be devoted to exploring internet resources for pre-modern European history; there will be a course web page from which such explorations will start. The written assignments will allow the student both to analyze primary sources and to examine the arguments made by historians.

**HISTORY 201/2 Section X (SGW)****INTRODUCTION TO EUROPEAN HISTORY TO 1789**

INSTRUCTOR: N. Ingram

T Th 10:15-11:30

This course serves as an introduction to European history from late Antiquity to the French Revolution. Political, social, economic, and intellectual developments will be discussed. Students should be prepared to do considerable reading. There will be at least one written assignment, a series of short quizzes over the course of the term, and an essay-type final examination.

**HISTORY 201/2 Section AA (SGW)****INTRODUCTION TO EUROPEAN HISTORY TO 1789**

INSTRUCTOR: C. Bertrand

T 18:05-20:10

A survey of the history of Europe to the French Revolution, with emphasis on the development of ideas and political institutions.

**HISTORY 202/4 Section 01 (LOY)**

**INTRODUCTION TO EUROPEAN HISTORY: 1789 TO THE PRESENT**

**INSTRUCTOR:** R. Schade      **M W 13:15-14:30**

This course is a survey of the history of Europe from the French Revolution to the present, with emphasis on the social and economic basis of European society, its organization of gender roles, its political organization, and its intellectual and religious life.

**HISTORY 202/4 Section X (SGW)**

**INTRODUCTION TO EUROPEAN HISTORY: 1789 TO THE PRESENT**

**INSTRUCTOR:** N. Ingram      **T Th 10:15-11:30**

This course serves as an introduction to European history from the French Revolution to the mid-twentieth century. Political, social, economic, and intellectual developments will be discussed. Students should be prepared to do considerable reading. There will be at least one written assignment, a series of short quizzes over the course of the term, and an essay-type final examination.

**HISTORY 202/4 Section AA (SGW)**

**INTRODUCTION TO EUROPEAN HISTORY: 1789 TO THE PRESENT**

**INSTRUCTOR:** C. Bertrand      **W 18:05-20:10**

A survey of the history of Europe from the French Revolution to the present, with emphasis on the development of ideas and political institutions.

**HISTORY 203/2 Section X (SGW)**

**HISTORY OF CANADA: PRE-CONFEDERATION**

**INSTRUCTOR:** W. van Nus      **T Th 13:15-14:30**

This lecture and discussion course will deal with certain vital questions in pre-Confederation history more deeply than can text-books. For example, we will explore the controversies over the extent of "freedom" in the society of New France, and the impact on its people of the British Conquest, over whether the Rebellions of 1837 really reflected the popular

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will, and over whether Confederation was imposed upon the Maritimes by political elites in Britain and central Canada. In weekly conference-sessions, students will discuss assigned readings, and any questions arising out of lectures or the essay assignment.

**FORMAT:** Lecture and conference sessions.

**REQUIREMENTS:** In addition to their reading one or two articles for the weekly conference-sessions, students will write a book review of about 2,500 words. There will be a final examination.

**HISTORY 203/2 Section 51 (LOY)**

**HISTORY OF CANADA: PRE-CONFEDERATION**

**INSTRUCTOR:** G. Decarie

**M 19:00 - 21:05**

While this course examines the history of Canada to 1867, it also places considerable emphasis on fundamental skills of the historian. These skills include understanding, analysis, and judgement of readings, as well as clear and logical writing.

**REQUIREMENTS:** Two papers, each of 1500 words. These papers are short so that the student may concentrate on doing them well. There will also be a final examination of three questions. These will be drawn from a list of six questions supplied to the student about two weeks before the examination. Texts will be announced at the first class.

**HISTORY 205/4 Section X (SGW)**

**HISTORY OF CANADA SINCE CONFEDERATION**

**INSTRUCTOR:** W. van Nus

**T Th 13:15-14:30**

The lectures in the course will deal with key questions of the period more deeply than can text-books. For example, did the Fathers of Confederation intend Canada to be a highly decentralized nation? Did the protective tariff of 1879 in fact weaken our competitiveness and lower our standard of living? Was Louis Riel justified in leading the Metis people to rebellion in 1885? Did the CCF (the forerunner of the NDP) really represent the failure of Canadian socialism? Were the Quiet Revolution and the Parti Quebecois movements made by, and in the narrow interests of, the francophone "bureaucratic middle class"? In weekly conference-sessions, students will discuss assigned readings, and any questions arising out of lectures or the essay assignment.

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**FORMAT:** Lecture and conference-sessions.

**REQUIREMENTS:** In addition to their reading one or two articles for the weekly conference-sessions, students will write a book review of about 2,500 words. There will be a final examination.

**HISTORY 205/4 Section 51 (LOY)**

**HISTORY OF CANADA, POST-CONFEDERATION**

**INSTRUCTOR:** G. Decarie

**M 19:00 - 21:05**

While this course examines the history of Canada since 1867, it also places considerable emphasis on fundamental skills of the historian. These skills include understanding, analysis, and judgement of readings, as well as clear and logical writing.

**REQUIREMENTS:** Two papers, each of 1500 words. These papers are short so that the student may concentrate on doing them well. There will also be a final examination of three questions. These will be drawn from a list of six questions supplied to the student about two weeks before the examination. Texts will be announced at the first class.

**HISTORY 206/2 Section X (SGW)**

**INTRODUCTION TO NON-WESTERN WORLD I**

**INSTRUCTOR:** TBA

**M W 08:45 - 10:00**

By giving an account of the worlds of Asia, Africa and the Americas between c. 1400 and c. 1900 we seek to show the interplay between local and international historical developments in the making of the global economy. In this course, we study both the largely autonomous developments of such centres of civilization as China and the Ottoman Empire, and the effects on the non-Western world of European expansion. The course ends with a discussion of the Age of Empire.

**HISTORY 207/4 Section X (SGW)**

**INTRODUCTION TO THE THIRD WORLD, 1945 TO THE PRESENT**

**INSTRUCTOR:** TBA

**M W 10:15 - 11:30**

This course covers the emergence and development of the Third World from 1945 to the present. It focuses principally on the development policies of Third World leaders and seeks to explain the effects which they have had on economic and social development.

**HISTORY 209/2 Section A (SGW)****QUEBEC TO 1867**

INSTRUCTOR: R. Rudin

M W 10:15-11:30

This course provides an introduction to the major themes in the history of pre-industrial Quebec, beginning with the era of native occupation of the territory of Quebec and continuing up to Confederation. Students will be asked to write several essays as well as mid-term and final exams.

**HISTORY 210/4 Section A (SGW)****QUEBEC SINCE CONFEDERATION**

INSTRUCTOR: R. Rudin

M W 10:15-11:30

This course provides an introduction to the major themes in the history of modern Quebec from the beginnings of industrialization in the mid-nineteenth century up to the present. Students will be asked to write several essays as well as mid-term and final exams.

**HISTORY 215/2 Section AA (SGW)****HISTORY OF RECREATION AND LEISURE IN CANADA**

INSTRUCTOR: G. Decarie

W 18:05-20:10

This course examines recreation and leisure within the context of Canadian history from 1500 to the mid-twentieth century. Some of the questions addressed are: Why was leisure time in New France so heavily oriented to conspicuous consumption? Why did Montreal emerge as Canada's major centre of organized sport in the nineteenth century? Why has the development of theatre lagged in Canada? How can we explain the support of business for such organizations as the Boy Scouts in the early part of the twentieth century? This course also places considerable emphasis on skills essential to History, but also applicable to a wide range of situations. Among these skills are reading with judgement and analysis, and writing with logic and clarity.

**REQUIREMENTS:** Two papers, each of 1,500 words. These papers are short so that the student may concentrate on doing them well. There will also be a final examination of three questions. These will be drawn from a list of six questions supplied to the student about two weeks before the examination.

**HISTORY 215/4 Section 01 (LOY)**

**HISTORY OF RECREATION AND LEISURE IN CANADA**

**INSTRUCTOR:** G. Decarie

**M W 14:45 - 16:00**

For course description, see above.

**HISTORY 219/2 Section 51**

**ANCIENT NEAR EAST**

**INSTRUCTOR:** D. Brown

**M 18:05-20:10**

A survey of the political, social, economic, and intellectual history of the Ancient Near East, from the Neolithic age to the Indo-European invasions of the early second Millennium, with special emphasis placed upon the problem of the emergence of civilization in Mesopotamia, Egypt, and the Indus valley. Ancient sources utilized wherever possible.

**NOTE:** This course is also given as CLAS 230.

**HISTORY 223/2 Section AA (SGW)**

**INTRODUCTION TO GREEK HISTORY**

**INSTRUCTOR:** L. Sanders

**W 18:05 - 20:10**

This course looks at the political, social, economic and cultural history of Greece from Minoan-Mycenaen times to the end of Classical Greek civilization in the fourth century B.C., with special emphasis placed upon fifth-century Athens.

**NOTE:** This course is also given as CLAS 240.

**HISTORY 225/2 Section A (SGW)**

**HISTORY OF ROME**

**INSTRUCTOR:** L. Sanders

**T Th 10:15 - 11:30**

In this course students study the various aspects of the history of Rome from the city's origins to the establishment of the Roman Empire under the Emperor Augustus. The main theme of this course is the growth of the city of Rome from an early settlement on the Tiber River to the

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mistress of the Mediterranean world. The ideologies and institutions of Republican Rome are analyzed in detail, and a study is made of the transitional period that later on came to form the basis of the Roman Empire. The time span with which this course is concerned is from 753 B.C. to 27 A.D.

**NOTE:** This course is also given as CLAS 242.

Please consult the Classics Department for more detailed information on HIST 223/2 and HIST 225/2.

**HISTORY 251/2 Section X (SGW)**

**HISTORY OF THE UNITED STATES TO 1877**

**INSTRUCTOR:** F. Bode                    M W 11:45-13:00

This course will offer a survey of United States history from its colonial foundations through the Civil War and Reconstruction. It will examine the emergence of distinctive regional cultures during the colonial period, the causes and consequences of the American Revolution, the beginnings of industrialization, southern slavery, reform movements such as abolitionism and feminism, the politics of sectionalism, and the impact of the Civil War.

**FORMAT:** Lectures and conference sections.

**REQUIREMENTS:** Three objective quizzes, two short essays, final essay exam.

**READINGS:** Thomas A. Bailey, et al., *The American Pageant*, vol. 1 (11<sup>th</sup> ed., 1998); John Hollitz, *Thinking Through the Past: A Critical Approach to U.S. History*, vol. 1. To 1877 (1997).

**HISTORY 253/4 Section X (SGW)**

**HISTORY OF THE UNITED STATES SINCE 1877**

**INSTRUCTOR:** S. Scheinberg            M W 11:45-13:00

This course covers not only the political highlights of modern American history, but also includes an introduction to social history including: the Afro-American struggle for civil rights, feminist, and working class movements.

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**FORMAT:** Lectures, music and film. Discussions in the conference sections will be an essential requirement of the course.

**REQUIREMENTS:** Two short abstracts; a take-home mid-term; and an essay type final examination.

**HISTORY 261/2 Section A**

**HISTORY OF INDIA**

**INSTRUCTOR:** J. Hill                           **T Th 16:15 - 17:30**

An introduction to the History of India, Pakistan, Bangladesh, and adjacent areas, emphasizing the pattern of Hindu Society, cultural continuity with political fragmentation, foreign rule and social change, nationalism and anti-imperialism, rural majorities and urban elites since Independence, Muslim division--Pakistan and Bangladesh.

**FORMAT:** Lecture, video, class discussion.

**REQUIREMENTS:** Map quiz and in class tests; state project; class participation. Text: Stanley Wolpert, *A New History of India*. (ppbk).

**HISTORY 262/2 Section AA (SGW)**

**HISTORY OF CHINA**

**INSTRUCTOR:** M. Singer                           **W 18:05 - 20:10**

This course provides an introduction to China's history from earliest times to the modern era. The first half of the course is devoted to traditional China and consists of a series of thematic lectures on China's political, philosophical/religious, social, economic, diplomatic and cultural traditions. The second half focuses on China since 1800, with particular emphasis on the West in China; on the three stages of the Chinese revolution (Taiping, Nationalist and Communist); and on the transformation of China after 1949. The course lectures and readings are supplemented by internet materials.

**REQUIREMENTS:** includes a mid-term exam (40%) and a Final examination (60%). (Students may also do an optional critical essay on a theme chosen in consultation with the instructor. In that case, the mid-term will be worth 25%, the essay 25% and the final exam 50% of the course grade).

**HISTORY 263/4 Section 51 (LOY)****HISTORY OF JAPAN**

INSTRUCTOR: TBA

W 19:00-21:05

A survey of Japan's history from earliest times to the modern era.

**HISTORY 264/4 Section A (SGW)****HISTORY OF AFRICA**

INSTRUCTOR: TBA

M W 13:15 - 14:30

An introductory survey of African history from the fifteenth century to the present. Particular emphasis is placed on pre-colonial Africa and the impact of colonialism on its political and economic patterns.

**NOTE:** Students who have received credit for HIST 270, or 271, or 272, or 278, or 279 may not take this course for credit.

**HISTORY 276/2 Section A (SGW)****HISTORY OF LATIN AMERICA: COLONIAL PERIOD**

INSTRUCTOR: C. Fick

T Th 14:45-16:00

This is a survey of the major themes that have defined the evolution of Latin America from Discovery to the wars of independence. These include: pre-Columbian cultures; late 15th-century European expansion; the Spanish conquest; patterns of colonial trade and economy; colonial society; indigenous labour modes; slavery; the role of the church; the Bourbon reforms.

**FORMAT:** Lectures and class discussions of assigned readings.

**TEXT:** Keen, Benjamin. *A History of Latin America*, vol. 1. (For students continuing with HIST 277/4: **History of Latin America: Modern Period**, an adequate number of combined- volume (1 & 2) texts will be available).

**REQUIREMENTS:** A mid-term exam (25%); one quiz prior to, and one after the mid-term exam (20%); a final exam (30%); and a written assignment (25%).

**NOTE:** Students who have received credit for HIST 371 may not take this course for credit.

HISTORY 277/4 Section AA (SGW)

## HISTORY OF LATIN AMERICA: MODERN PERIOD

**INSTRUCTOR:** C. Fick                           **Th 18:05 - 20:10**

This is a survey of the broad themes and problems that have characterized and defined modern Latin American history from the wars of independence through the twentieth century: caudillismo and early 19th-century instability; new-colonialism in the later 19th century; U.S.-Latin American relations; the Mexican and Cuban revolutions; Peronism and 20th-century urban populism; the Central American revolutions; perspectives for the future. Ultimately, students will gain an understanding of the forces that have shaped Latin American economic, social and political structures in the modern period; these, broadly speaking, may be explained by the interpretive framework of dependency.

**FORMAT:** Lecture, class discussion and auxiliary video materials.

**TEXT:** Keen, Benjamin. *A History of Latin America*, vol. 2. (For students who will begin with HIST 276/2: History of Latin America: Colonial Period, an adequate number of combined-volume (1 & 2) texts will be available). Supplementary readings to be announced.

**REQUIREMENTS:** A mid-term exam (25%); a map quiz (10%); a final exam (40%); and a written assignment (25%).

**NOTE:** Students who have received credit for HIST 374 may not take this course for credit.

HISTORY 298A/4 Section A (SGW)

## **SELECTED TOPICS IN HISTORY**

## **Special Subject: THE HOLOCAUST**

**INSTRUCTOR:** F. Chalk                   **T Th 11:45 - 13:00**

Beginning with a discussion of Jewish communities in Europe and America before 1933, this course traces the evolution of antisemitism, nationalism, and racism, the rise of Hitler and the Nazi movement, the shaping of Nazi ideology, the growing demonization of the victims of the Holocaust and the genocide against them in their various countries, resistance by the victims, and the parts played by by-standers in the outcome of the Holocaust. Students seeking careers in human rights

advocacy, diplomacy, communications, law and medical ethics will find this course of particular assistance.

**FORMAT:** Lectures by the instructor and guests, films and music of the times.

**REQUIREMENTS:** Four quizzes on reading and lectures (20%); attendance and informed participation (10%); final exam (40%); historical essay (30%).

**MATERIALS:** Yehuda Bauer, *A History of the Holocaust*, (Watts, 1982); Lucy Dawidowicz, *The War Against the Jews: 1933-1945*, (Bantam, 1975); Michael Burleigh and Wolfgang Wipperman, *The Racial State: Germany, 1933-1945*, (Cambridge, 1991).

#### **HISTORY 298B/2 Section A (SGW)**

##### **SELECTED TOPICS IN HISTORY**

Special Subject: HISTORY OF ANTISEMITISM

**INSTRUCTOR:** F. Krantz

**T Th 14:45 - 16:00**

A study of "the longest hatred", from its roots in antiquity and the growth of Christianity, through the rise of medieval Europe, Renaissance and Reformation, and into the modern period. Attention will be given to Judaism and the history of the Jewish people, to secularization and the development of "modern" racial antisemitism. Key original texts will be emphasized throughout. Required books will be: David Berger, ed., *History and Hate. The Dimensions of Antisemitism* (1986), Grayzel, Solomon, *A History of the Jews* (1968, many eds.), and Paul R. Mendes-Flohr and Jehuda Reinharz, eds., *The Jew in the Modern History*, rev. ed. (1998).

#### **HISTORY 298C/4 Section A (SGW)**

##### **SELECTED TOPICS IN HISTORY**

Special Subject: MODERN ITALY AND THE RISE OF FASCISM: 1848-1922

**INSTRUCTOR:** C. Bertrand

**T Th 14:45 - 16:00**

A survey of the crucial developments in Italian history from 1848 to the rise of fascism. The course will emphasize the problems surrounding the establishment of a united Italy and how those problems relate to the

Continued on next page...

Fascist take-over in 1922. In particular, the course will examine the relationship of nationalism, liberalism and Catholicism to the rise of fascism.

**REQUIREMENTS:** Each student will be required to complete a short essay (5-6 pages) on an assigned topic (40%) and to complete a take-home final exam (60%).

**HISTORY 298D/4 Section 01 (LOY)**

**SELECTED TOPICS IN HISTORY**

**Special Subject: WOMEN IN HISTORY**

**INSTRUCTOR:** R. Schade

**M W 10:15 - 11:30**

This course is a comparative history of women in 19<sup>th</sup> and 20<sup>th</sup> century Western Europe, North America, and China. Organized around the themes of gender, race, and class, the course will explore such issues as work, family roles and status, imperialism, and the construction of "femininity." Attention will also be paid to various feminist movements.

**HISTORY 298H/4 Section A (SGW)**

**SELECTED TOPICS IN HISTORY**

**Special Subject: THE HISTORY OF HAITI**

**INSTRUCTOR:** C. Fick

**T Th 10:15 - 11:30**

This is an introductory survey of Haitian political and social history from the early colonial period through the twentieth century, with particular emphasis on Haiti's role as a major West Indian sugar-producing colony in the 18th century; on the Haitian and French revolutions; on the intersecting and overlapping issues of race, caste, and class, and on the legacies of these in the post-independence (after 1804) era.

**FORMAT:** Lectures, class discussion, auxiliary video materials.

**REQUIREMENTS:** One term paper, a mid-term and a final exam.

**300-LEVEL COURSES****HISTORY 302/2 Section AA (SGW)****THE NATURE OF HISTORICAL KNOWLEDGE****INSTRUCTOR:** N. Ingram**T 18:05-20:10**

This is a seminar course and NOT a lecture course. It provides an introduction to the theory and philosophy of history, to writing and research skills, to the analysis of primary and secondary sources, and to the general topic of historiography.

Because this is a seminar course, attendance is compulsory and a significant proportion of the final grade will be assigned on the basis of contribution to class discussions. The weekly reading assignments will be heavier than is normal in a 300-level course, and students will be expected to come to the seminar prepared to discuss them.

There will be a number of written assignments, and a take-home written final examination. The class will also make use of an electronic class mailing list to allow for communication outside class hours and to provide a forum for discussion of issues raised in the seminar. Students will be required to obtain an account with Computing Services and an e-mail address. History 302 students will have access to the History Department's computer lab.

**HISTORY 303/4 Section AA (SGW)****HISTORICAL METHODS****INSTRUCTOR:** S. McSheffrey**T 18:05-20:10**

This course is intended to provide an introduction to historical methods. Topics will include: critical and effective reading of primary and secondary sources; exploration of non-written sources as historical evidence; use of quantitative methods in history; the role of computers and the Internet in historical research; the presentation of history outside the academic sphere (in museums, on the WWW, etc.); and concrete problems of interpretation encountered during historical research. History 303 will emphasize the acquisition of skills applicable in all fields of historical research and transferable to other kinds of professional employment. Assignments may include three essays (two short, one longer) and a take-home final examination.

**HISTORY 307/2 Section AA (SGW)****HISTORY OF MONTREAL**

INSTRUCTOR: W. van Nus

Th 18:05 - 20:10

The course deals with the history of Montreal from its founding to the present. Topics include its position in the French and British commercial empires, the struggle of its entrepreneurial elite to overcome geographical, diplomatic and political obstacles to the city's growth, the history of its major cultural communities and "urban reform" up to and including the creation of the M.U.C.

**REQUIREMENTS:** Students will be required to write a term paper and a final examination.

**TEXTBOOK:** The most important book for the course is Jean-Claude Marsan, *Montreal in Evolution*.

**HISTORY 307/4 Section 01 (LOY)****HISTORY OF MONTREAL**

INSTRUCTOR: W. van Nus

M W 10:15 - 11:30

For course description, see above.

**HISTORY 311/4 Section 01 (LOY)****CONTEMPORARY CANADA, 1930s TO THE PRESENT**

INSTRUCTOR: M. Vipond

M W 13:15 - 14:30

This is an intensive study of Canada since the Depression, concentrating on selected themes. These will probably include the following: the rise of the welfare state, the internment of Japanese Canadians during the Second world War, suburbia in the 1950s, and political and social change in Quebec since the Quiet Revolution. The course will consist of alternating lectures and conference group meetings. More emphasis will be placed on required readings, written assignments, and regular contribution to discussion groups than on lectures and examinations.

**HISTORY 316/4 Section A (SGW)****BYZANTINE EMPIRE, 602 - 1056**

INSTRUCTOR:: F. Shlosser

T Th 14:45 - 16:00

This is a survey of the transformation of the Roman Empire into the Byzantine commonwealth. Changes in economic and social conditions will provide the general framework for this course with special attention being given to the reorganization of administrative and military structures, Byzantium's relationship with its Balkan neighbours, the Arab conquest, and the rising importance of Asia Minor.

TEXT: Warren Treadgold, *A History of the Byzantine State and Society* (1997).

**HISTORY 319/4 Section AA (SGW)****CANADIAN HISTORY IN LITERATURE, ART AND FILM**

INSTRUCTOR: M. Vipond

M 18:05 - 20:10

This course looks at Canadian history by examining fiction, art and films. Within the context of a discussion of issues of narrative, fact/fiction and cultural interpretation, we will examine certain key themes in the Canadian experience: industrialization, immigration, war, the experience of the native peoples, feminism, Quebec nationalism, etc. The course will consist of both lectures and conference group meetings. More emphasis will be placed on required readings and viewings, written assignments, and regular contribution to discussion groups than on lectures and examinations.

**HISTORY 323/4 Section AA (SGW)****ALEXANDER TO ROMAN CONQUEST**

INSTRUCTOR: L. Sanders

W 18:05 - 20:10

A political, social, economic and cultural history of the Greek World from Alexander the Great to the Roman conquest of Greece in 146 B.C.

**NOTE:** This course is also given as CLAS 343. Students who have received credit for CLAS 243 or HIST 226 may not take this course for credit. Please consult the Classics Department for more detailed information.

**HISTORY 327/4 Section A (SGW)**

**HISTORY OF THE ROMAN EMPIRE**

**INSTRUCTOR:** L. Sanders

**T Th 10:15 - 11:30**

A political, social, economic, and cultural history of the Roman Empire from Augustus to the end of the Roman Empire in the West.

**NOTE:** This course is also given as CLAS 343. Students who have received credit for CLAS 243/HIST 226 may not take this course for credit.

**HISTORY 333/2 Section AA**

**SOCIAL HISTORY OF COSTUMES AND INTERIORS II**

**INSTRUCTOR:** F. Shlosser

**M 18:05 - 20:10**

This course is a social history of European civilization as reflected by fashion in dress and interiors. Dress and interiors are both influenced by economic and political conditions: dress especially mirrors accurately a society's ideals in esthetics and morals; interiors indicate lifestyles and social habits. Both costumes and interiors are treated in this course as an illustration of social history, underscoring social change from era to era. The course will cover a time-span from the Renaissance to the modern period.

**FORMAT:** This is primarily a lecture course with some class discussions depending on class size.

**REQUIREMENTS:** One 10-page essay; one essay-type exam; one book review.

**HISTORY 348/2 Section 01 (LOY)**

**HISTORY OF IRELAND**

**INSTRUCTOR:** R. Rudin

**M W 14:45 - 16:00**

This course explores the history of Ireland from the seventeenth century to the present. Special attention will be paid to such questions as Ireland's relationship with England, the role of religion in Irish society, and the efforts of Irish farmers to secure control over their lands. Along the way we will consider the different perspectives from which Irish historians have written about such issues. Students will be assessed on the basis of both essays and exams.

**HISTORY 356/4 Section A (SGW)****UNITED STATES IN THE 19<sup>TH</sup> CENTURY, CIVIL WAR ERA****INSTRUCTOR:** F. Bode**M W 13:15 - 14:30**

This course will focus on the Civil War era, beginning in the 1840s with the resurgence of the conflict over the geographical expansion of slavery and concluding with the end of southern Reconstruction in the 1870s. Although the emphasis will be on politics, attention will also be drawn to society and culture in the antebellum South and the social conflicts engendered by the Civil War and Reconstruction.

**REQUIREMENTS:** Essay exam, term paper, several short précis.**READINGS:** Selected paperbacks and articles. Students wishing to get a head start on the reading may begin with Michael F. Holt, *The Political Crisis of the 1850s* (1978) and Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War* (1970).**HISTORY 359/2 Section AA (SGW)****HISTORY AND SOCIOLOGY OF GENOCIDE TO 1920****INSTRUCTOR:** F. Chalk**Th 18:05 - 20:10**

Through the comparative and historical examination of a number of cases from ancient times to 1920, this course investigates the meaning of genocide and theories about the processes that have led to it. Among the cases closely examined are those of ancient Melos and Carthage, the Mongol Empire, the Cathars, the Christians of Japan, the native peoples of the Americas, the Hereros of South West Africa, and the Armenians. Students seeking careers in human rights advocacy, diplomacy, communications and law will find this course of particular assistance. In the second semester of this course, which will be taught in the winter semester, genocides since 1920 are examined and methods of preventing and punishing genocide are analyzed.

**REQUIREMENTS:** A research paper (30%), a mid-term (30%), a final exam (30%), and well informed participation (10%).**TEXTS:** Frank Chalk and Kurt Jonassohn, *The History and Sociology of Genocide* (New Haven: Yale University Press, 1990), and various readings.**NOTE:** Students who have received credit for HIST 368 or SOCI 366 or 368 may not take this course for credit. This course is also given as SOCI 366.

**HISTORY 360/4 Section AA (SGW)****HISTORY AND SOCIOLOGY OF GENOCIDE 1920 - PRESENT**

INSTRUCTOR: F. Chalk

Th 18:05 - 20:10

Through the comparative and historical examination of a number of cases of genocide, including the Ukrainian case of the early 1930s, the Holocaust, and a number of post-1945 cases, this course seeks to introduce students to contemporary issues in labelling of cases, international legal and other measures to interdict and punish genocide, and the consequences of genocide denial. Students seeking careers in human rights advocacy, diplomacy, communications and law will find this course of particular assistance.

**FORMAT:** Lectures.**REQUIREMENTS:** Informed participation (10%); mid-term exam (30%); final exam (30%); research essay (30%).**MATERIALS:** Frank Chalk and Kurt Jonassohn, *The History and Sociology of Genocide*, (New Haven: Yale University Press, 1990); Leo Kuper, *Genocide: Its Political Use in the Twentieth Century*, (Penguin, 1981); Helen Fein, *Genocide: A Sociological Perspective*, (Sage, 1993); Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, latest edition; and research essays by leading scholars on subjects of special interest.**NOTE:** Students who have received credit for HIST 368 or SOCI 367 or 368 may not take this course for credit. This course is also given as SOCI 367 and POLI 398V.**HISTORY 363/2 Section 51 (LOY)****AFRICA IN THE 20TH CENTURY**

INSTRUCTOR: TBA

M 19:00 - 21:05

This course offers an historical investigation of the nature of colonialism in Africa, the rise of nationalism, and the problems and opportunities of post-colonial Africa. Special emphasis will be placed on human rights, famine and development policies in contemporary Africa. This course should be of special value to students planning careers in law, human rights advocacy, diplomacy, and international trade.

**FORMAT:** Lectures.

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**REQUIREMENTS:** Four abstracts of the assigned readings (25%); mid-term exam (25%); final exam (25%); research essay (25%).

**MATERIALS:** A.E. Afigbo, E.A., Ayendele, R.J. Gavin, J.D. Omer-Cooper, and R. Palmer, *The Making of Modern Africa*, vol. 2: *The Twentieth Century*, latest edition; a novel; 2 additional paperbacks on 20<sup>th</sup> century Africa; Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, latest edition.

**NOTE:** Students who have received credit for HIST 270,271,272,278, or 279 may not take this course for credit.

**HISTORY 365/4 Section A (SGW)**

**INDIA/PAKISTAN: MONEY & SOCIETY**

**INSTRUCTOR:** J. Hill

**T Th 10:15 - 11:30**

South Asia, commercially dynamic and industrially productive for over four thousand years, became a vital part of a great empire at the highest stage of capitalism. This course explores the economic and social impact on Indian society, examining imperial and Indian enterprise, peasants and famine, industrializations and two world wars, as well as the challenge of Communist, Islamic and Hindutva ideologies since Independence. Issues of gender, language and minorities will be considered.

**FORMAT:** Lecture, Film, Class discussion.

**REQUIREMENTS:** Readings, quizzes, research paper.

**TEXT:** TBA

**HISTORY 367/4 Section A (SGW)**

**TWENTIETH CENTURY CHINA**

**INSTRUCTOR:** J. Hill

**T Th 13:15 - 14:30**

This course will examine key issues in Chinese national and regional experience from the Nadir of sovereignty after the Boxer Suppression through Revolution, warlords and more revolutions to contemporary nuclear power international status.

**FORMAT:** Lecture, some video and discussion.

**REQUIREMENTS:** Reading, quizzes, one short report, major research paper.

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TEXT: Jonathan Spence, *Gate of Heavenly Peace*, and a book of readings.

~~HISTORY 377/2 Section 51 (LOY)~~

~~HISTORY OF RUSSIA~~

~~INSTRUCTOR: TBA~~

T 18:05 - 20:10

This course traces the origins of the medieval Russian state from the ninth century to the emergence of the Russian Empire. Emphasis is placed on political, social, and economic problems of the eighteenth and nineteenth centuries. Particular attention is devoted to the Revolutions of 1905 and 1917.

~~HISTORY 378/4 Section 51 (LOY)~~

~~HISTORY OF SOVIET UNION~~

~~INSTRUCTOR: TBA~~

T 18:05 - 20:10

This course examines the ideological roots of the Bolshevik Revolution, and traces the main economic, social, and political developments of the Soviet Union. In addition, an analysis of Soviet foreign policy is presented.

~~HISTORY 383/2 Section A (SGW)~~

~~AGE OF REVOLUTION 1789-1848~~

~~INSTRUCTOR: C. Fick~~

T Th 10:15-11:30

This course will consist of a substantive treatment of the English industrial and the French political revolutions as they transformed pre-capitalist European society and laid the foundations of the modern western world. Colonialism, slavery and the slave trade will also be studied to the extent that these were intrinsic to western Europe's economic development and emerging political maturity and contributed to the dual revolution. The impact of the latter upon the Atlantic wars of independence and upon abolition are also considered to be part of the age of revolution.

FORMAT: Lectures and class discussions.

REQUIREMENTS: There will be a mid-term and a final exam. Students will also be required to write a research essay.

**HISTORY 385/2 Section A (SGW)****AGE OF DICTATORS: EUROPE, 1914-1945**

INSTRUCTOR: C. Bertrand

T Th 14:45 - 16:00

A study of the internal development and external relations of the nations of Europe from the Great War to the end of World War II. The course examines this chaotic age primarily through an investigation of the revolutionary and reactionary upheavals that kept Europe socially, politically, and economically unbalanced for 30 years.

**HISTORY 385/4 Section AA (SGW)****AGE OF DICTATORS: EUROPE, 1914-1945**

INSTRUCTOR: C. Bertrand

Th 18:05 - 20:10

For course description, see above.

**HISTORY 393/2 Section AA (SGW)****VIETNAM WAR**

INSTRUCTOR: J. Hill

W 18:05 - 20:10

Analysis of the Vietnam War and its effects on Vietnam and Indochina, from 1940-1975. French colonial policy and the Nguyen Dynasty will be briefly considered, then attention will be focused on the Japanese role, the Vietminh and Ho Chi-Min Nationalist or Communist, French War and Dienbienphu, Partition, ICC and Diem, American war and Devastation, and Revolutionary victory: Beginning of a New Imperialism?

FORMAT: Presentation, lecture-discussion, films, accounts of participants.

TEXTS: Gareth Porter, *Vietnam: A History of Documents*; Stanley Karnow, *Vietnam: A History*; Truong Nhu Tang, *A Vietcong Memoir*; Mark Baker, *Nam*.

**HISTORY 396/2 Section AA (SGW)****UNITED STATES SINCE 1945**

INSTRUCTOR: S. Scheinberg

W 16:05 - 17:55

This course will give due attention to American politics from Truman to Clinton but will also emphasize some of the major social problems in the United States including: the significance of race, the decline of the welfare state, the impact of the new immigration and the development of human rights.

**FORMAT:** Lectures, discussions, and select films.

**REQUIREMENTS:** Regular attendance, participation, research paper and final essay type examination.

**TEXTS:** Among those being considered are Wm. H. Chafe, *Civilities and Civil Rights*, and Todd Gitlin, *The Sixties*.

**NOTE:** Students who have received credit for HIST 321 may not take this course for credit.

**HISTORY 398D/2 Section AA (SGW)****SELECTED TOPICS IN HISTORY**Special Subject: THE WAR OF 1812

INSTRUCTOR: G. Decarie

T 16:05 - 17:55

In the War of 1812, small armies of Canadian, British and Native Peoples withstood invasions from American forces that were numerically far superior. But the victorious British commander, Sir George Prevost was subsequently charged with poor leadership. This course will examine the war in all its contradictions and confusions, from the grand scheme of remote governments through the horror of battlefields like Chateauguay and Plattsburgh to the daily life of the common soldier. If time permits, the class will enact the court martial of Sir George Prevost. Classes will be partly lectures, partly discussion based on an extensive list of readings. There will be a final examination which will focus on the controversies over events, rather than the events themselves. The purpose of this course is not to reach for a generally agreed truth but to develop reasoned, informed opinions.

**HISTORY 398E/4 Section A (SGW)****SELECTED TOPICS IN HISTORY****Special subject: ART AND SOCIETY IN RENAISSANCE ENGLAND****INSTRUCTOR:** R. Tittler**W 10:15 - 12:30**

The aim of this unique and interdisciplinary course is to explore the role of the visual arts in the social and political history of England in the period c. 1540 - 1640. Particular emphasis will be placed on the roles of portraiture and architecture as expressions of the social and political aspirations of social groups, civic bodies, and the monarchy itself. Emphasis will also be placed on the effect of social and political goals on style and content.

The course is intended primarily for students of History and of Art History, and to others interested in cultural aspects of the English Renaissance. Though no specialized background in either History or Art History is required, students in each discipline should be expected to reach across disciplinary boundaries.

**FORMAT:** Lectures, discussion, slides.**TEXTS:** David Howarth, *Images of Rule, Art and Politics in Renaissance England, 1485-1649* (1997), and other readings.**REQUIREMENTS:** At least one (possibly two) 8-10 page paper(s), a final exam.**HISTORY 398P/2 Section 51 (LOY)****SELECTED TOPICS IN HISTORY****Special Subject: HUMAN RIGHTS AND INTERNATIONAL JUSTICE****INSTRUCTOR:** P. Stoett**W 16:05 - 17:55****SEE THE POLITICAL SCIENCE COURSE GUIDE FOR POLI 3980.****NOTE:** This course is also given as POLI 3980.

**HISTORY 398W/4 Section 01 (LOY)**

**SELECTED TOPICS IN HISTORY**

Special Subject: WITCHES AND WITCHCRAFT PROSECUTIONS IN MEDIEVAL AND EARLY MODERN EUROPE.

**INSTRUCTOR: S. McSheffrey**

**M W 13:15 - 14:30**

One of the most intriguing historical problems in European history has been the so-called "Witch Craze" of Early Modern Europe - between about 1500 and 1700, tens of thousands of people (mostly women) from virtually all parts of Europe were accused of being witches, and some were executed for the "heresy." This course will explore the medieval antecedents of the early modern prosecutions, the documentary evidence for the prosecutions themselves, and the attempts by modern historians to understand the "witch craze" and what it can tell us about early modern European society. Lectures and discussions will revolve around weekly readings. Assignments will likely include two essays and a take-home final examination.

**400-LEVEL COURSES**

**HISTORY 412C/4 Section AA (SGW)**

**ADVANCED STUDY IN CANADIAN HISTORY**

Special Subject: THE CANADIAN NORTH

**INSTRUCTOR: R. Diubaldo**

**W 18:05 - 20:10**

This course is designed to acquaint students with the history and development of the Canadian North, emphasizing the period 1840-1970. It deals with the expansion of Canada's western and northern frontiers beginning in the 19th Century, and the continuing place of Central Canada in this development. Topics which will be examined include: exploration, native peoples and nations, conflict of cultures, problems of sovereignty, general economic development, Canada-United States relations, land claims process, and the importance of the north in contemporary Canada.

**FORMAT:** Lecture.

**REQUIREMENTS:** Assignments, reading lists, grading formula, etc., will be given out during the first class.

**HISTORY 427B/2 Section 51 (LOY)****ADVANCED STUDY/LATE CLASSICS AND MEDIEVAL EUROPE**

Special Subject: PEASANTS, PLAGUE AND PROSTITUTES: TOPICS IN THE SOCIAL HISTORY OF LATE MEDIEVAL ENGLAND.

INSTRUCTOR: S. McSheffrey

M 16:05 - 17:55

In this seminar, the students and instructor will explore various topics in late medieval English social history, a fertile subject in recent historical research and writing. In order to provide a unifying theme to the course, we will use the most famous piece of medieval English literature, Geoffrey Chaucer's *Canterbury Tales*, as an anchor from which discussion will proceed each week. Besides the peasants, plague, and prostitutes of the course's title, other topics may include the Lollard heretics, popular religion, courtship and marriage, town life, the nobility and gentry, and literacy. Weekly readings will include both primary sources (in addition to the *Canterbury Tales*) and secondary sources. Assignments will likely consist of an oral presentation and two essays.

**HISTORY 439A/4 Section 51 (LOY)****ADVANCED STUDY IN BRITISH HISTORY**

Special Subject: REFORMATION AND SOCIETY IN ENGLAND, 1500-1640.

INSTRUCTOR: R. Tittler

W 16:05 - 17:55

This Honours seminar is intended to explore the impact of the English Reformation on society in general, and on local communities in particular. In addition to questions of doctrinal change, attention will be paid to: e.g., the political roles of Puritanism and Catholicism, the 'cultural wars' over dramatic and ritual activities invited by Protestant moralizing, and the role of the Reformation in reshaping the culture of politics.

**FORMAT:** Weekly discussions of reading assignments for the first c. 8-9 weeks, and then a concentration on individual research in close consultation with the professor.

**REQUIREMENTS:** Substantial weekly reading assignments, active class participation, and a research paper of c. 20 pp. There will be no exams.

**HISTORY 451B/3 Section AA (SGW)****SEMINAR IN AMERICAN HISTORY****Special Subject: SLAVERY AND ANTISLAVERY IN UNITED STATES HISTORY****INSTRUCTOR:** F. Bode**M 16:05 - 17:55**

This course will investigate the origins, development, and conflict of pro-slavery and anti-slavery movements in the United States. It will examine the apparent paradox of the existence of human bondage within a society that, in Abraham Lincoln's words, was "dedicated to the proposition that all men are created equal." The origins of the paradox will be traced to the origins of American slavery itself when colonies of "free-born Englishmen" came to depend on the labour of slaves. The American Revolution, which sought to end the "bondage" of the colonies to the mother country, again paradoxically, strengthened the institution of slavery while establishing the ideological underpinnings of anti-slavery. Thomas Jefferson, who penned the words of the Declaration of Independence that men hold "unalienable rights" to "life, liberty, and the pursuit of happiness," remained a large planter and slaveholder to the end of his life. During the antebellum period (the forty or so years before the Civil War of 1861-65), full-fledged pro-slavery and anti-slavery ideologies and movements developed in different parts of the country. Men and women came to defend each cause through their own reading of American history and the meaning of the Revolution and their own interpretation of the Constitution. Each side held to particular understandings of the nature of man, the good society, and human progress which they sought to ground in widely shared religious beliefs. We will consider whether pro-slavery, as well as anti-slavery, can be considered a reform movement. Although this course will not be a history of slavery as such, it will spend one or two weeks developing the necessary background on the institution (see book by Kolchin, below). The course will emphasize those aspects of American economic, social, political, and religious life that both made pro-slavery and anti-slavery possible and also led to their deadly conflict.

**REQUIREMENTS:** There will be weekly seminar discussions of assigned readings. In addition to several short papers and precis, students will prepare a major essay of approximately 20 pages which will be presented for discussion in the seminar during the latter part of the second term.

Students wishing to get a head start on the readings should begin with Peter Kolchin, *American Slavery, 1619-1877* (1993) and James Brewer Steward, *Holy Warriors: the Abolitionists and American Slavery* (preferably second edition, 1997).

**HISTORY 477C/2 Section AA (SGW)****ADVANCED STUDY IN THIRD WORLD**

Special Subject: THE COLONIAL AND POST-COLONIAL MIDDLE EAST AND NORTH AFRICA.

**INSTRUCTOR:** TBA**T 16:05 - 17:55**

The course will discuss theories of colonialism, with the emphasis upon the transformation of indigenous cultures and societies through the colonial encounter, concluding with a discussion of the revival of colonised societies through political and cultural nationalisms in the course of the twentieth century. Attention will be given to the interpretation of fundamental texts, such as those by Memmi, Fanon, Mahfouz, Berque, Bourdieu and Said.

**HISTORY 477D/4 Section AA (SGW)****ADVANCED STUDY IN 3RD WORLD**

Special Subject: ASIA IN REVOLUTION

**INSTRUCTOR:** J. Hill**T 16:05 - 17:55**

This seminar will investigate and compare the origins, ideas and achievements of four major upheavals in Asia's great Agrarian states: The Taiping Movement and the Maoist Communist Revolution in China, the Indian Uprising of 1857-58 and M.K. Gandhi's Satyagraha/Non-cooperation Movement in British India.

**REQUIREMENTS:** Weekly readings, 1 or 2 short reports, major research paper.

**HISTORY 498A/2 Section AA (SGW)****ADVANCED TOPICS IN HISTORY**

Special Subject: BARBARIAN INVASIONS

**INSTRUCTOR:** F. Shlosser**W 16:05 - 17:55**

This seminar will examine the arrival and settlement of new populations in the Roman world. It will analyze the changes that this event brought about. Classical civilization was disrupted, but there was also a

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symbiosis of the old and the new, which, in time, gave rise to Europe in the Middle Ages.

Special attention will be given to the historiography of the Barbarian Invasions and the origins of the Middle Ages from Gibbon to Pirenne and beyond.

## HISTORY 498B/4 Section 51

### ADVANCED TOPICS IN HISTORY

Special Subject: REBELLION IN IRELAND AND QUEBEC

INSTRUCTOR: R. Rudin

W 19:00 - 21:05

This seminar will focus upon two rebellions, one that took place in Ireland in 1798 and another that occurred in Quebec in 1837-8. In both cases, the rebels were largely, although not exclusively, Catholics who felt they had grievances against their British (and Protestant) rulers. At the same time, there were also crucial differences between these two popular risings, not the least of which being the level of violence which was much higher in Ireland than in Quebec. The early weeks of the seminar will be devoted to putting all students (some of whom may not have a previous exposure to Quebec or Irish history) on an even footing through an introduction to the fundamental issues at stake in each case. However, most of the weekly meetings will be built around the discussion of readings dealing with issues pertinent to understanding what happened in 1798 and 1837-8 and to exploring the various ways in which these rebellions have been remembered over the past 200 years. Students will be asked to write several essays and prepare oral presentations over the course of the term; there will be no examinations.

## CONCORDIA UNIVERSITY LIBRARIES

Both the Webster Library on the downtown campus and the Vanier Library on the Loyola campus house collections of materials in History. CLUES, the computerized catalogue which provides access to many of the books, most of the Library's audio-visual titles and all of the periodicals in both libraries, can be searched from terminals located throughout the libraries as well as from home if you have a computer with a modem (Note: many older pre-1975 books at Webster are not listed in CLUES; ask at the Reference Desk if you do not find a book you need.) Lists of materials placed on Reserve for specific courses are provided on CLUES. A large part of the Government Documents collection is not included in CLUES; ask at the Reference Desk for help finding government documents. The Libraries have a site on the Internet's World Wide Web at <http://juno.concordia.ca>. You can connect to the web version of CLUES from here as well as to other databases. There are links to electronic resources and to sites that allow you to search the World Wide Web. There is a Subject Guide for History that has links to history web pages on the Internet.

You can pick up handouts at the Reference Desk to help you use the Libraries and CLUES, for example "Library Information for Undergraduate Students", "Library Information for Graduate Students", "Do It Yourself Circulation Services", "Accessing CLUES from your Microcomputer", "Electronic Databases in the Concordia Libraries". Each term the Libraries offer training sessions on the use of CD-ROMs, Lexis-Nexis, and the Internet, including hands-on sessions at Vanier Library. Consult the "Get Connected to the Libraries" handout for dates and times. The History Librarian can also provide specialized library instruction to classes upon request by the professor teaching the course.

Reference librarians provide assistance in both libraries to help you locate the information and resources you need. If there are documents you need that are not in Concordia's collection, you may request that they be borrowed for you via our Interlibrary Loan service. Students in the Graduate programme may obtain a CREPUQ card in the Library that allows them to borrow books from other Quebec and Ontario university libraries. The Libraries have a number of computerized databases which you can search to identify references to articles on your topic in history journals. There are two CD-ROMs that cover history exclusively: America: History and Life, which lists articles on U.S. and Canadian history, and Historical Abstracts, which lists articles on the history of all other countries. These databases are located at computer workstations in the Reference areas of both Vanier and Webster libraries. You can reserve time on the computers to use Netscape or any of the CD-ROMs and databases by calling the appropriate Reference Desk: 848-7777 (Webster Library) or 848-7766 (Vanier Library). If you need any additional assistance with your library research, you may call for an appointment with the History Librarian, Judy Appleby (phone: 848-7769, email: judya@vax2.concordia.ca).

**HISTORY DEPARTMENT FACULTY**

**Associate Professor Charles L. Bertrand**, Ph.D. (Wisconsin), has taught Modern European History at Concordia since 1967. He has edited *Revolutionary Situations in Europe, 1917-1922: Germany, Italy, Austria-Hungary* and he has published articles on Italian revolutionary syndicalism, the Italian trade union movement and Italian anarchism.

**Professor Frederick Bode**, B.A. (UCLA), M.A., Ph.D. (Yale).

Teaching interests: United States history, especially the nineteenth century and the American South. Research interests: the pre-Civil War South, slavery, religion and culture, social class, gender. Publications include *Protestantism and the New South* (1975), *Farm Tenancy and Census in Antebellum Georgia* (1986, with Donald Ginter).

**Associate Professor Graham Carr**, B.A., M.A. (Queen's),

Ph.D. (U. Maine). His research area is modern North American cultural history. His publications focus on culture and free trade, literary history, and historiography. His current research explores the relationship between public history and social memory in contemporary Canadian society and focuses on the tension between authority and audience in recent controversies involving documentary film.

**Associate Professor Frank Chalk**, B.S., M.S., Ph.D. (Wisconsin), has

previously taught at Texas A & M University and was a Fulbright Professor at the University of Ibadan in Nigeria. His research interests include the history of genocide and humanitarian intervention, modern American foreign policy, and the history of Africa. His publications include *The History and Sociology of Genocide: Analyses and Case Studies* (with Kurt Jonassohn), as well as chapters in various books and articles in *The Canadian Journal of African Studies* and *Holocaust and Genocide Studies*. He is currently working on a second genocide book drawing on his recent sabbatical research in New Zealand, Australia, the People's Republic of China, Singapore, Malaysia, Indonesia, Cambodia, Thailand, and England.

**Associate Professor Graeme Decarie**, B.A. (Sir George), M.A. (Acadia),

Ph.D. (Queen's), first taught at the University of Prince Edward Island with shorter forays at Shue Yan College (Hong Kong) and the University of Groningen (The Netherlands). His research has been largely on prohibition in Canada, though recent work has been in print and radio journalism, and largely political. He has recently completed a book on the history of Montreal.

**Professor Richard J. Diubaldo**, B.A., M.A. (McMaster), Ph.D. (University of Western Ontario), specializes in the history of the Canadian North. He has published extensively on Arctic sovereignty, Canada-United States relations, and Canadian government policy toward the Inuit. His work has appeared in English, French, Italian and Spanish. His book, *Stefansson and the Canadian Arctic*, received a number of awards. His current research and writing focuses on government policy and the Inuit, and he has recently completed a study on the subject for the Royal Commission on Aboriginal Issues.

**Associate Professor Carolyn E. Fick** has a B.A. from Wayne State University (Detroit), an M.A. from the University of Michigan, and a Ph.D. from Concordia. Her areas of special research interest include colonial Caribbean slavery, the Haitian and French revolutions, political and economic currents of the eighteenth- and nineteenth-century Atlantic sphere. In addition to her recent book, *The Making of Haiti: The Saint Domingue Revolution From Below* (1990), she has published various articles, book reviews, conference papers, and a book chapter (forthcoming) in these fields and is currently engaged in collaborative research (Concordia-UQAM) on the social history of slavery in nineteenth-century Saint Barthélemy (French West Indies).

**Associate Professor John Hill**, B.A. (Oklahoma Baptist), M.A., Ph.D. (Duke), has lived in China, Singapore and India at various times, and teaches courses on India/South Asia, the Vietnam War, and other Asian topics. His research interests include the evolution of Indian nationalism, Muslim politicization, British famine and agricultural policy, urban development of Lucknow and the influence of Ireland on colonial India. His publications include articles on these topics and two edited books, most recently *The Congress and Indian Nationalism: Historical Perspectives* (Curzon Press, 1991).

**Associate Professor Norman Ingram**, B.A. (Alberta), M.A. (Toronto), Ph.D. (Edinburgh), was a Killam Post-Doctoral Fellow and subsequently a Canada Research Fellow at the University of Alberta from 1988 until 1992 when he was appointed to the History Department at Concordia. He took his Ph.D. in 1988 at the University of Edinburgh in the United Kingdom where he was a Commonwealth Scholar in Modern European History. He is a specialist in the history of modern France and of peace movements. His publications include *The Politics of Dissent: Pacifism in France, 1919-1939* (Oxford: Clarendon Press, 1991).

**Associate Professor Frederick Krantz**, B.A. (Columbia), Ph.D. (Cornell), is a European intellectual historian who works in late medieval and Italian Renaissance (especially Florentine) cultural and social history, as well as in modern intellectual history. A Fellow of Liberal Arts College as well as a member of the History Department, his second research field, the history of antisemitism, is reflected in his work as Director of the Canadian Institute for Jewish Research.

**Associate Professor Shannon McSheffrey**, B.A. (Carleton), M.A., Ph.D. (Toronto), Her research interests center around gender roles, marriage, literacy, heresy, and popular religion in late medieval England. She has published a number of scholarly articles and two books, *Gender and Heresy: Women and Men in Lollard Communities, 1420-1530* (University of Pennsylvania Press, 1995), and *Love and Marriage in Late Medieval London* (Medieval Institute Publications, 1995). She is currently working on two books: one on marriage, courtship, and sexuality in fifteenth-century England, and the other (with Norman P. Tanner of Oxford University) on Lollard heretics in the city of Coventry between 1486 and 1522.

**Associate Professor Diana Pedersen**, B.A. (University of British Columbia), M.A., Ph.D.(Carleton), taught at Queen's University and the University of Western Ontario, as well as working on a contract basis for the National Archives of Canada and the Canadian Museum of Civilization, before coming to Concordia in 1991. She has published a series of articles on Canadian middle-class women's organizations and social reform movements, and on the uses of photographs as documents for women's history. She has recently published a bibliography on Canadian women's history and is currently completing a study of the Young Women's Christian Association in Canada from 1870 to 1930.

**Professor Ronald Rudin**, B.A. (Pittsburgh), M.A. Ph.D. (York), has published four books and numerous articles that touch upon the economic, social and intellectual history of Quebec in the nineteenth and twentieth centuries. More recently, he published *Making History in Twentieth-Century Quebec* (translated as *Faire l'histoire au Québec*), a study of how the historians of French-speaking Quebec have looked at their people's past. He is currently working on another book project, this time exploring the ways in which large-scale commemorative events in late-nineteenth and early-twentieth century Quebec were staged to communicate certain ideas about the past to the larger public. His two most recent projects form part of a long-term programme of research touching upon the ways in which the past has been remembered in both Quebec and Ireland over the course of the twentieth century.

**Associate Professor Rosemarie Schade**, B.A., M.A. (York University), D. Phil. (University of York) has written a number of articles on the German bourgeois feminist movement and on women involved in right wing groups prior to the Nazi seizure of power. She recently published an eight volume bibliography (co-edited with Keith Lowther) entitled *Gender Balancing History: Towards an Inclusive Curriculum*, and a book entitled *Ein weibliches Utopia: Organisationen und Ideologien der Mädchen und Frauen in der burgerlichen Jugendbewegung, 1905-1933*. She is currently working on the legal battles fought by the German Feminist Movement (Bund Deutscher Frauenvereine) to change laws concerning the family between 1895 and 1933.

**Professor Stephen Scheinberg**, B.S. (Chicago), M.A., Ph.D. (Wisconsin), has been a visiting professor at San Diego State and Northeastern Illinois Universities. His specialties include 20th Century U.S. history, right wing extremism, and anti-semitism in North America. His most recent book *Right Wing Extremism: Threats to International Peace and Security* was published in 1997. He is currently Chair of the Department of History.

**Associate Professor Franziska E. Shlosser** received her M.A. in Classics and her Ph.D. in History from McGill University in Montreal. She has published on ancient Greek Numismatics, Late Antiquity and Byzantine History. Her research and teaching interests also include Medieval History and the History of Costume and Interiors. Her most recent book *The Reign of the Emperor Maurikios (582-602): A Reassessment* was published in Historical Monographs 14, Athen, 1994.

**Associate Professor Martin Singer**, B.A. (Hunter College), M.A., Ph.D. (Michigan), specializes in the history of East Asia and teaches courses on China and Japan. His publications include *Educated Youth and the Cultural Revolution in China* (1971), *The Revolutionization of Youth in The People's Republic of China* (1977), *Canadian Academic Relations with the People's Republic of China Since 1970* (2 volumes, 1986), *China's Academic Relations With Canada: Past, Present and Future* (1992) and most recently *Academic Relations Between Canada and China, 1970-1995* (1996). Professor Singer has served as a member of the administration in Concordia's Faculty of Arts and Science as Assistant Provost (1977-1980) and Provost (1980-1985). He was also the founding Director of Concordia University's Council for International Cooperation (1986-1989), Chair of the History Department (1994-1997) and has served as Dean of the Faculty of Arts & Science since June, 1997.

**Professor Robert Tittler**, B.A. (Oberlin), M.A., Ph.D. (New York University). Professor Tittler specializes in British History especially of the period c.1450-1700, and in both British and European Urban History of the same period. His research interests include the politics and political culture of Tudor and Stuart England, and of English local communities; the interaction between the visual arts, politics and society; and English urban society in general. He has written or edited six books, most recently including *Architecture and Power, the Town Hall and the English Urban Community, 1500-1640* (Oxford, 1991) and *The Reformation and the Towns in England* (Oxford, 1998). He is the general editor of a five volume series entitled 'A History of Urban Society in Europe', is a Fellow of the Royal Historical Society and a Life Fellow of Clare Hall, Cambridge University.

**Associate Professor Walter van Nus**, B.A., M.A., Ph.D. (Toronto), has for many years been involved in directing the undergraduate History programmes at Concordia, and has served as Acting Associate Dean (Curriculum). His research interests centre on Canadian urban development and urban architecture. He has published a series of papers on urban aesthetics, the history of urban planning thought in Canada, and on urban development in Montreal. He has written on the intellectual underpinnings of architectural modernism in Canada. Currently, he is preparing a study on the major suburbs of Montreal before 1930, to be published by the Canadian Centre for Architecture.

**Professor Mary Vipond**, who has a B.A. from Queen's and an M.A. and Ph.D. from Toronto, specializes in twentieth century English Canadian intellectual, cultural and media history. She has published a number of articles in these areas, as well as *The Mass Media in Canada* (1989; 2nd ed. 1992) and *Listening In: The First Decade of Canadian Broadcasting, 1922-1932*. She is currently working on a sequel to the latter book. She is a member of Concordia's Centre for Broadcasting Studies and has participated in an interdisciplinary project on CBC radio drama.

**FALL 1998 - LOY CAMPUS**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
13:15-14:30	201/2 S. McSheffrey 311/2 M. Vipond		201/2 S. McSheffrey 311/2 M. Vipond		
14:45-16:00	348/2 R. Rudin		348/2 R. Rudin		
16:05-17:55	427B/2 S. McSheffrey				
18:05-20:10		377/2-TBA			
19:00-21:05	203/2 G. Decarie 363/2 TBA				

**WINTER 2000 -SGW CAMPUS**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:15-11:30	207/4 TBA 210/4 R. Rudin	202/4 N. Ingram 298H/4 C. Fick 365/4 J. Hill	207/4 TBA 210/4 R. Rudin 398E/4 R. Tittler	202/4 N. Ingram 298H/4 C. Fick 365/4 J. Hill	
11:45-13:00	253/4 S. Scheinberg	298A/4 F. Chalk 316/4 F. Shlosser	253/4 S. Scheinberg 316/4 F. Shlosser	298A/4 F. Chalk 316/4 F. Shlosser	
13:15-14:30	264/4 TBA 356/4 F. Bode	205/4 W. van Nus 367/4 J. Hill	264/4 TBA 356/4 F. Bode	205/4 W. van Nus 367/4 J. Hill	
14:45-16:00	215/4 G. Decarie	298C/4 C. Bertrand	215/4 G. Decarie	298C/4 C. Bertrand	
16:05-20:10		298K/4 N. Ingram 477D/4 J. Hill		360/4 F. Chalk	
16:15-17:30		261/4 J. Hill		261/4 J. Hill	
18:05-20:10	319/4 M. Vipond	303/4 S. McSheffrey	202/4 C. Bertrand 412C/4 R. Diubaldo	277/4 C. Fick 385/4 C. Bertrand	